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Introduction

We are thrilled to launch the Arts and Humanities Initiative at Harvard Medical School and thank Dean Flier for his enthusiastic support in this effort. Despite vast advances in the biomedical sciences, a leading concern among patients is that their physicians lack communication skills and empathy. The arts and humanities as educational tools have the potential to reduce burnout and depression among health care providers, improve professionalism, reflection, and empathy, foster humanism, enhance perspective, sharpen students’ analytic and diagnostic skills, and improve teamwork and communication to maintain a “culture of safety,” among other goals. Our hope is to infuse the arts into the culture and environment of HMS, thereby enhancing and humanizing the experience of students, faculty, and patients.

The Harvard Medical School Mission Statement is “To create and nurture a community of the best people committed to leadership in alleviating human suffering caused by disease.” HMS has long had a broad definition of valuable contributions to this mission with clinical care, clinical research, and basic research the most obvious but also strong commitments to ethics, health policy, social medicine, history, and anthropology. HMS has the opportunity to become a national model for the inclusion of arts and humanities in medical practice and education. As Harvard President Drew Faust has said, "Creativity is so essential to living our best lives."
Mission
To foster creativity and scholarship in the arts and medical humanities at HMS and its affiliated hospitals, to promote a community of faculty and students interested in the arts and humanities, and to enhance patient care through reflection and compassion.

Goals
▪ To develop arts and humanities as disciplines of expression, scholarship, and engagement
▪ To serve as a resource for the faculty and student community
▪ To establish HMS as a national leader in the Medical Humanities
▪ To complement existing bioethics and social medicine programs at HMS
Events

January 2016

Anatomy & The Arts: Reflecting on the Anatomical Donor Program

This workshop included a set of 5 student/faculty led workshops that provide students with a set-aside time and venue to reflect upon their anatomy dissection experience through the humanities and arts. Students then had the option to continue working on their creative pieces and showcasing or performing them at the Anatomical Donor Memorial Service scheduled in February. The workshops were followed by a dinner and small-group discussion.

Creative Writing — Galina Gheihman
Poetry — with Dr. Greg Abel
Visual Arts — with Dr. Susan Pories
Music — with Dr. Lisa Wong
Dance (contemporary choreography) — with Victoria Robson

Wintersession (for undergraduates interested in a medical career)

Session I
Narrative Medicine — Suzanne Koven
Disease in Artwork — Tommy Heyne
Gallery VTS — Shah Khoshbin, and Art Educator
Gallery Personal Responses — Liz Gaufberg and Art Educator

Session II
Poetry and Medicine — Gregory Abel
Gallery VTS — Shah Khoshbin and Art Educator
Gallery Personal Responses — Liz Gaufberg, Art Educator

Combined Session
Music and Medicine — River Charles Ensemble and Lisa Wong
Conclusion and Reflections — David Jones and Lisa Wong

HMS Chamber Music Society Winter Concert

The HMS Chamber Music Society is a community of Harvard students and friends, both performers and non-performers, who are interested in chamber music as well as other forms of music. The organization hosts several concerts a year as performance opportunities for its members and promotes other musical activities and events in the Boston area

Program

Carl Maria von Weber: Trio in G minor for flute, cello, and piano, Op. 63 Colin Fadzen (flute), Michael Wu (cello), Christopher Lim (piano)
Anton Arensky: Piano Trio No. 1 in D minor, Op. 32
Theresa Chang (violin), Mikiko Fujiwara (cello), Alvin Chen (piano)

Franz Schubert: Songs
Nora Kory (mezzo soprano), Sarah Rumbley (piano)

Antonin Dvorak: Piano Trio No. 3 in F minor, Op. 65
Anna Katherine Barnett-Hart (violin), Nicholas Bodnar (cello), Christopher Lim (piano)

Dr. Rafael Campo Lecture
Dr. Campo gave an Emily Dickinson Birthday Tribute lecture for the Library of Congress and the Folger Shakespeare Library. He spoke on science and healing in Emily Dickinson’s work. LiveScience and Yahoo News both carried it:


Suzanne Koven, MD named Writer-in-Residence at MGH
Dr. Suzanne Koven has been named the first Writer-in-Residence for the Division of General Internal Medicine at Massachusetts General Hospital. Her role as the DGIM Writer-In-Residence will include: facilitating DGIM community and culture building with team-based reading and writing discussions for regular team meetings and as part of retreats; incorporating reading/writing/discussion/storytelling into various DGIM activities to further the DGIM mission with respect to faculty and staff career and professional development; offering mentorship to medical students, residents, and providers who wish to pursue medical writing during training and as part of their professional lives; and, offering assistance with editing and revising other faculty member’s writing, including manuscripts in the clinical innovation, research, and other narrative domains.
February

HMS-HSDM Anatomical Donor Memorial Service

A Special Thanks to:
HMS/HSDM Anatomical Gift Program
Tracy Fay
Mark Cicchetti
Faculty of The Human Body
Faculty of Human Functional Anatomy
Faculty of Craniofacial and Neck Anatomy
Student contributors
Yawei "Jen" Ge ’17, cover art

Student Organizers:
Kyle Burton ’18
Ryan Din ’18
Andrew Kim ’18
Galina Ghelevan ’18
Jungyi Gong ’18
Alexey Grozun ’18
Michael Wu ’18

Welcome and Opening Remarks
Ryan Din ’18

“Danny Boy”
performed by The Crimson Crescendo: Colin Podilen ’17, Ben Fredaas ’18, Lauren Suanits ’13, Ricky Guarra ’18, Catherine Guzman ’18, Otana Jatpor ’18, Raymond Faneish ’18, and Colleen Starns ’18

“Anatomy Teacher”
recited by Galina Ghelevan ’18 and Andrew Kim ’18

“Air from Orchestral Suite No. 3”
performed by Gabriel Graham ’18, Christine Santiago ’18, Prijanka Saha ’16, and Michael Wu ’18

“Donia Nobis Pacem”
performed by Gabriel Graham ’18, Christine Santiago ’18, Prijanka Saha ’18, Michael Wu ’18, and the Crimson Crescendo

“Cancer Privileges”
Helen Jack ’16

Personal Reflections
All students are invited to come up to the microphone and share personal reflections about their experiences and gratitude regarding the first-year anatomy laboratory and the anatomical donors.

“Mortality”
composed and performed by David Ouyanyane ’18

“This Woman’s Work”
choreographed by Victoria Robson ’18, performed by Fangzi Sun ’18 and Victoria Robson ’18

“The Lives of Our Donors”
read by the student organizers

Closing Remarks
Andrew Kim ’18

Reception
Please exit the Pocket Room and join us in the lobby of the Nano Research Building for refreshments. Reflective art pieces by students in the HMS/HSDM anatomy courses are on display.
March

Narrative Medicine: A Workshop for Caregivers
Organized by Dr. Elizabeth Gaufberg and Led by Annie Robinson at CHA Center for Professional Development. Narrative medicine is a reflective practice that equips participants with the skills to recognize, absorb, interpret, and act on stories told by others and by ourselves.
In this workshop, we will practice narrative medicine to foster self-care and community-building. By closely reading and discussing a text, writing a personal response to a prompt, and deeply listening to those who choose to share, participants will engage in creativity, self-inquiry, and stress-relief. It is also an opportunity to connect with colleagues at the Cambridge Health Alliance, and with the meaning and values that inspired your pursuit of caregiving as a career.

Lecture by Dr. James Hamblin

Dr. James Hamblin, senior editor at *The Atlantic*, addressed the HMS community at a dinner talk on March 26 entitled “Health Writing for Mainstream Media”. Since joining *The Atlantic* in 2012 as editor of their health section, Dr. Hamblin has reached an audience of thousands through his columns for the monthly magazine and his video series “If Our Bodies Could Talk”. *TIME* named him among the 140 people to follow on Twitter in 2014, health and wellness website Greatest named him one of the 100 most influential people in health and medicine, and Buzz Feed called him “the most delightful MD ever”.

http://www.theatlantic.com/james-hamblin
His video series may be viewed here:

April

Combined Passions Panel for Harvard College Scientist

Drs. Susan Pories, Amy Ship, and Maureen Connelly participated in this panel for undergraduates seeking to connect their STEM career goals with their interests outside of the STEM fields, whether they are extracurricular or academically based. It is our hope that this panel will better equip students with the tools, support, and encouragement needed to find paths in life that allow them to consolidate their diverse passions.
Christine Montross Lecture

Christine Montross, author and psychiatrist, spoke about her experiences in medical school and beyond. In her book, “Body of Work” she reflects on her experiences during the anatomical dissection course, from which she took the lesson that “we do not need to overcome all our emotion and conquer all difficulty in order to be good clinicians.” Her new publication, “Falling into the fire” relates how she integrates such insights into the reality of her work as a psychiatrist. [http://christinemontross.com](http://christinemontross.com).

Narrative in Medicine Panel Harvard Lit Fest

"Patients, Doctors, and Stories: Intersections of Literature and Medicine" featuring current Radcliffe Institute Fellow and award-winning poet and editor Meghan O'Rourke, along with writers Dr. Suzanne Koven and Dr. Rafael Campo (Harvard Medical School), and Prof. Karen Thornber (Comparative Literature) was held at the Barker Center. Details: [http://litfest.fas.harvard.edu/home](http://litfest.fas.harvard.edu/home)

May

HMS Chamber Music Society Spring Concert

The HMS Chamber Music Society spring concert was held as part of Harvard’s ARTS FIRST Festival in the Vanderbilt Hall JBM Lounge.

Program:

Kreisler Praeludium and Allegro in the Style of Pugnani
Lushen Wu (violin), Alvin Chen (piano)

Faure Les Berceaux, Op. 23, No. 1
Nora Kory (mezzo-soprano), Alvin Chen (piano)

Handel-Halvorsen Passacaglia for Violin and Violoncello
Ashley Lau (violin), Michael Wu (cello)

Brahms Piano Trio No. 1 in B major, Op. 8
Lushen Wu (violin), Nick Bodnar (cello), Alvin Chen (piano)
Contemplating Rothko

Cambridge Alliance offered an inspiring workshop on Art and Mindfulness, on Monday May 11, from 2:30-4pm at the Harvard Art Museums at 32 Quincy St, Cambridge MA 02138.

Lisa Wong – book reading

Scales to Scalpels reading for Boston Literary District
June

Narrative Medicine: A Workshop for Caregivers

Organized by Dr. Elizabeth Gaufberg and Led by Annie Robinson at CHA Center for Professional Development. Narrative medicine is a reflective practice that equips participants with the skills to recognize, absorb, interpret, and act on stories told by others and by ourselves. In this workshop, we will practice narrative medicine to foster self-care and community-building. By closely reading and discussing a text, writing a personal response to a prompt, and deeply listening to those who choose to share, participants will engage in creativity, self-inquiry, and stress-relief. It is also an opportunity to connect with colleagues at the Cambridge Health Alliance, and with the meaning and values that inspired your pursuit of caregiving as a career.

September

A Dramatic Reading of W;t

A collaboration between HMS and the ART/MXAT Institute for Advanced Theater training at Harvard University.

A Dramatic Reading of W;t

Performed by students from Harvard Medical School and The A.R.T./MXAT Institute for Advanced Theater Training at Harvard University

Wednesday, September 30, 2015 | 6:00-8:00pm
Tofteson Medical Education Center (TMCC), 260 Longwood Avenue, Boston. Room 250

About W;t

In 1999, Margaret Edson won the Pulitzer Prize for Drama for her one act play. The play details the hospital experience of a brilliant English professor undergoing chemotherapy for metastatic ovarian cancer. It is not only a moving account of the patient experience, but through Vivian’s reflections on her life through the intricacies of the English language—a linguistic delight.

Arts and Humanities Initiative is pleased to present a dramatic reading of excerpts of W;t by students from American Repertory Theater and Harvard Medical School. We invite all to join for an evening of drama followed by lively discussion.

Please join us for a light dinner prior to the performance.

Starring:
- Simon Bar (HMS)
- Brian Evans (ART)
- Sasha Hirsch (ART)
- Lauren Byington Knoll (ART)
- Julia Plan (HMS)
- Stage directions – Tessa Nelson (ART)

Thank you to the generous support from the American Repertory Theater, the Arts and Humanities Initiative, and the Ackerman Program on Medicine & Culture at Harvard Medical School.
Mount Auburn Hospital’s Department of Medical Education, in collaboration with Cambridge Hospital Alliance’s Center for Professional Development, hosted a special screening of the award-winning film, *States of Grace*. Dr. Grace Dammann and the film-makers were there in person to engage in a discussion with the audience. Grace Dammann, MD, a pioneering AIDS specialist, survived a near-fatal head-on collision on the Golden Gate Bridge in 2008. After more than seven weeks in a coma and a dozen surgeries, she miraculously awakened with her mental facilities intact. Her body, however, was left shattered. Dammann’s experience as she returns home after more than a year in rehabilitation hospitals is documented in the new feature-length film *States of Grace*. Through verité footage and interviews with doctors, family, and friends, the film paints an inspiring portrait of devotion, trust, and resilience as it delicately documents one woman’s fight to reinvent herself.

**October**

**Website**

Our new website was unveiled: [artsandhumanities.hms.harvard.edu](http://artsandhumanities.hms.harvard.edu). This was the culmination of a tremendous amount of work by Dr. Andrea Schwartz with able assistance from Carol Benoit.
Dr. Susan Pories at the American College of Surgery book signing in Chicago for Navigating Your Surgical Career and Being a Woman Surgeon: Sixty Women Surgeons Share Their Stories.

In attendance were the only two women who have been President of the ACS in over 100 years: Patricia Numann and Kathryn Anderson as well as Carol Scott-Conner, former Chair of Surgery at Iowa and Julie Freischlag, former Chair of Surgery at Hopkins and now Dean at UC- Davis and Preeti John, Editor of Being a Woman Surgeon: Sixty Women Surgeons Share Their Stories.
HMS Arts and Humanities Initiative Launch event

More than 120 students and faculty participated in the launch event and we hope to have a similar celebration of the arts event every fall.
Excerpts from Dean Flier’s remarks on the Launch of AHI:

Oliver Wendell Holmes, once wrote: “The longer I live, the more I am satisfied of two things. First, that the truest lives are those that are cut rose-diamond fashion, with many facets. Second, that society in one way or another is always trying to grind us down to a single flat surface.” Holmes had many facets. He was not only a renowned physician, professor, and dean of Harvard Medical School; he was also an accomplished poet, novelist, and essayist. He understood something that many leaders in medical education have forgotten over the course of the 20th century: that the best doctors are not single-faceted, walking medical dictionaries without hobbies outside their specialty, but have rich and varied interests that include the full range of arts and humanities. We are here today to celebrate the resurgence of this understanding at HMS. Whether our particular interest is in literature, painting, sculpture, music, dance, philosophy, theater, or otherwise, the Arts and Humanities Initiative recognizes that even as we are steeped in teaching and learning medicine, we are above all human beings with many facets. That, indeed, we take care of ourselves and our patients best when we open ourselves up to the great art of the world and when we let our creative sides flourish. I fully believe that art makes us better doctors. I wouldn’t be the first to argue that art helps us consider unfamiliar points of view. It strengthens our ability to empathize with patients and families, and it reminds us to stay in touch with our innate human compassion. It encourages us to think differently about the people and the illnesses we encounter. Art, like medicine, rewards the practice of close observation. And it enables us to place our experiences within a greater human context. Similarly, I agree with the idea that being doctors can make us better artists. The people we meet—the stories we encounter—the ethical and philosophical considerations we grapple with—the intense emotions involved in clinical care—all can inspire creative works that are deeply moving, thought-provoking, and grounded in the human experience. Even if we are not destined to become the next Anton Chekhov or Albert Schweitzer, there is immeasurable value in having a creative outlet. Writing, reading, dancing, playing an instrument, listening to music, can help us process our experiences, relieve stress, and reduce burnout. David, Lisa, and Susan and all the members of the Steering Committee have been working tirelessly for four years to bring the Arts & Humanities Initiative to life at HMS. I’m incredibly proud to see it come to fruition. We have a real opportunity here to build a thriving community in the medical humanities at HMS and across Boston. And because we strive for nothing but the best, I’ll even propose that we can raise HMS to become a national leader in the integration of arts and humanities with medical education. All of us can look forward to more opportunities to deepen existing interests or explore new ones. There are some truly exciting programs in store. At the same time, none of us can predict what wonders will arise as the Initiative helps cultivate a wider spectrum of the exceptional talents within all of you—our students and faculty. We are just beginning to glimpse what’s in store with the performances and exhibits on display this evening. The Arts & Humanities Initiative reminds us that it’s okay—indeed, that it’s ideal—to be well-rounded. That becoming a doctor doesn’t mean giving up your hobbies. That being a composer, or a reader, or a knitter, isn’t something separate from studying and teaching and practicing medicine. We cannot split ourselves into physicians by day and artists by night. We carry our many passions—our many facets—with us, always.
Held their first Social Media Photo Contest.

Over 200 entries from all over the world were received. The winners were:

- 1st prize: Daniel Zhen, Tufts University School of Medicine
- 2nd prize: Ben Custer, Uniformed Services University of the Health Sciences
- 3rd prize: Linda Song, New York Medical College

**SOCIAL MEDIA PHOTO CONTEST**

**September 2015**

“A day in the life of a medical student”

1st prize: $100
2nd prize: $50
3rd prize: $25

POST YOUR ENTRIES ON

AND TAG THEM

@thirdspacej
#3Smedstudentlife

Details at www.thirdspacejournal.org
1st Prize | To Be... A Medical Student

Daniel Zhen grew up outside of Boston, and has wanted to become a doctor ever since flipping through his mother's old Netters Atlases. He is currently a 3rd year medical student at Tufts University School of Medicine.

http://thirdspacejournal.org/node/20

2nd Prize | OR in Black and White

Before attending medical school, Benjamin Custer, a Colorado native, spent 6 years working in China, where he met his wife, Nana. He is a Second Lieutenant in the Army, and a 3rd year medical student at the Uniformed Services University of the Health Sciences.

http://thirdspacejournal.org/node/21
Linda Song, originally from the American Midwest, is a second-year medical student at New York Medical College. She is an active member of her school's a cappella group, The Arrhythmias. http://thirdspacejournal.org/node/22

The Arnold P. Gold Foundation Golden Thread Gala at WGBH studios in Boston.

The Gold Foundation shares our values and has helped to support HMS Arts and Humanities events in the past. Many members of the HMS community were there—Elissa Ely and Rafael Campo from their work. There was a moment of silence and posthumous award in honor of Michael Davidson, and his rock band played several songs. Mardge Cohen from the Brigham receive an award in honor of her humanitarian work.

Longwood Symphony Orchestra concert featuring Nobuyuki Tsujii

Nobuyuki Tsujii won the 2009 Van Cliburn International Piano Competition at the age of 19. Blind from birth, Nobu has inspired audiences around the world with his humanity, virtuosity, musicality and passion. In keeping with LSO's mission to heal the community through music, the concert will benefit the Boston Higashi School for children with autism, and the Fukushima Youth Sinfonietta, an orchestra of children affected by the 2011 Japan earthquake/tsunami. This concert was co-presented with the Japan Society of Boston.

Boston HUBweek

Boston HUBweek featured "When Doctors report the News," with Suzanne Koven and "Healing Arts of Music and Medicine," with Lisa Wong at MGH Paul Russell Museum. You tube videos of the talks were posted:

- When doctors report the news: https://youtu.be/RGBimDA1JdKQ
- The healing arts of music and medicine: https://youtu.be/abhhhwjiewU
MedEd Day at HMS

Poster presentation: "Arts and Humanities Initiative at HMS" by Tommy Heyne, MD, MSt, Andrea Schwartz, MD, Susan Pories, MD, Lisa Wong, MD, David Jones, MD, PhD.

November

Give yourself a break!

An evening of medical humanities. Dinner followed by a refreshing medical humanities workshop including Improvisation with Rachel Klein, Fine Line Comedy and Painting with Thomas Heyne, MD.

Lecture by Danielle Galler Rabinowitz

Danielle Galler Rabinowitz was the 2015 Julie Linsdell and George Linsdell Enders Summer Research Intern at the Nichols House Museum. She presented a lecture. "With Bells on His Toes: Dr. Arthur Nichols, physician and expert change-ringer (1840–1923)" at the Putnam Gallery of the MGH Russell Museum. This was hosted by The Massachusetts General Hospital Paul S. Russell, MD Museum of Medical History and Innovation and the Nichols House Museum.
Events and programs being planned

DECEMBER 2015
- Begin Student grants program
- HMS Student Chamber music event
- HMS Second Year Show

JANUARY 2016
- Writing group- Rafael Campo and others
- Story Slam – Lisa Gruenberg
- Open-mic night at Vanderbilt Hall - Susan Pories/Chris Lim
- Wintersession for undergraduates - Lisa Wong
- Singing group of HMS students visit a homeless shelter

FEBRUARY 2016
- ART voice/body language session with med students - ART staff
- Cooking event for Valentine’s day - Susan Pories
- Harvard Arts Night – Tommy Heyne

MARCH 2016
- Atul Gawande lecture and discussion for Geriatrics class. AHI will purchase books for the students and lead the discussion. March 2
- David Leventhal visit and workshop - dancer – March 3
- Jack El-Hai visit and workshop– historian, writer - March 9 or 11 (at MIT on March 10)

APRIL 2016
- Unloneliness Project with Dr. Jeremy Nobel: Creative arts expression that allow us to better connect to patients, support them, and reduce loneliness and isolation.
- Humanism event - daylong weekend event at the museum
- Artist in Residence - 2-3 day visit with workshops, lectures

MAY 2016
- ART will present In the Body of the World, a world premiere adaptation of Eve Ensler's critically-acclaimed memoir that connects her battle with Stage III/IV uterine cancer to the harm being done to the planet. We hope to arrange for the medical students to attend the play and participate in the discussion series around this production.
Steering Committee

The Arts and Humanities at Harvard Medical School Committee started meeting regularly in 2011. Our committee is multi-disciplinary and multi-institutional. There is representation from many of the HMS hospitals, as well as many medical specialties and art forms. Medical students, residents, and fellows are an integral part of the committee.

Leadership

- David S. Jones, MD, PhD, A. Bernard Ackerman Professor of the Culture of Medicine (HMS/FAS), Director
- Susan Pories, MD, Associate Professor of Surgery (MAH/BIDMC), Associate Co-Director
- Lisa Wong, MD, Assistant Clinical Professor of Pediatrics (MGH) Associate Co-Director

Executive Committee

- Rafael Campo, MD, Associate Professor of Medicine (BIDMC)
- Elizabeth Gaufberg, MD Associate Professor of Medicine (CHA)
- Joel Katz, MD, Associate Professor of Medicine (BWH)
- Suzanne Koven, MD, Assistant Professor of Medicine (MGH)
- Amy Ship, MD, Assistant Professor of Medicine (BIDMC)

Faculty

- Gregory Abel, MD Assistant Professor of Medicine (DFCI)
- Ronald Arky, MD, Daniel D. Federman, M.D. Professor of Medicine and Medical Education; Master, Francis Weld Peabody Society (HMS)
- Eugene Beresin, MD Associate Professor of Psychiatry (MGH)
- Lisa Gruenberg, MD, Assistant Professor of OB/GYN and Reproductive Biology, (CHB)
- Tommy Heyne, MD, Instructor in Medicine (MGH)
- Edward Hundert, MD, HMS Dean for Medical Education (HMS)
- Shahram Khoshbin, MD, Associate Professor of Neurology (BWH)
- Jeremy Nobel, MD, MPH, Instructor on Health Policy and Management
- Steven Schlozman, MD, Assistant Professor of Psychiatry (MGH)
- Robin Schoenthaler, MD, Clinical Instructor in Radiation Oncology (MGH)
- Andrea Wershof Schwartz, MD, Instructor in Medicine (BWH/VA)

Fellows, Residents, and Student Arts Advocates

- Tommy Heyne, MGH, med/peds Julia Lustick, BIDMC psychiatry
- Colleen Farrell, HMS
- Zoe Fullerton, HMS
- Elliana Kirsh, HMS
- Krystle Leung, HMS
- Christopher Lim, HMS
- Emma Meyers, HMS
- Christopher Murray, HMS
Julia Pian, HMS
Yassee Pirooz, HMS
Mirissa Price, HMS
Danielle Rabinowitz, HMS
Connie Shi, HMS
Jocelyn Streid, HMS
Henry Su, HMS
Michael Wu, HMS
Clara Yang, HMS

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- Pories, SE, Gantt, N, Laronga, C, Mills, D: Navigating Your Surgical Career: The AWS Guide to Success. Association of Women Surgeons 2015 (This is a 326-page resource to assist surgical faculty with leadership skills) Available on Amazon.
- Wershof Schwartz A. "The best of doctors go to hell": how an ancient talmudic aphorism can inform the study and practice of medicine. Virtual Mentor. 2014 Aug 1;16(8):656-8.

Blog posts, other lay publications
- Samyukta Mullangi’s beautiful essay @ Scientific American has been selected by the Gold Foundation as one of the top 5 articles on medical humanism of 2014. http://humanism-in-medicine.org/top-5-articles-humanism-medicine-2014/
- Tommy Heyne is quoted http://www.wsj.com/articles/doctors-enlist-paintings-to-hone-skills-1420052107
- Suzanne Koven made it to the top 11 Gold Foundation blog posts for 2014. http://humanism-in
medicine.org/top-blog-posts-of-2014/

- Interview with Tommy Heyne on the HMS students' medhum blog. [Link](http://medhum.tumblr.com/post/114463738851/medical-humanities-spotlight-dr-thomas-heyne)

- A brief Globe piece came out about a museum experience for the new interns at CHA. [Link](https://www.bostonglobe.com/lifestyle/2015/06/26/visits-museums-can-promote-mindfulness/0GzK269SyqY1gFVYJQU2fL/story.html)
Lisa Wong, an assistant professor of pediatrics and a violinist, performs with students from the Medical School and the School of Public Health. Photograph by Jay Connor

Suzanne Koven has a novel role. The primary-care physician and assistant professor of medicine at Harvard Medical School (HMS) is also the “writer-in-residence” at Massachusetts General Hospital’s division of general internal medicine—the first in the hospital’s 200-year-plus history. The former English major talks about how Franz Kafka’s Metamorphosis can teach physicians about the turmoil experienced by a patient’s family members, and how Jeffrey Eugenides’s Middlesex sheds light on issues of gender and identity in the context of medicine. She writes about the medical profession for the popular press, and uses literature to enhance the work of medical professionals.

Why does a hospital need a writer-in-residence? According to professors at HMS, studies show that engaging in artistic expression can help healthcare providers reduce burnout and foster empathy, and enhance their ability to communicate and connect with patients. Koven has observed that medicine’s crucial element—the
clinician-patient relationship—has been threatened as the profession becomes increasingly integrated with technology. Frustrated patients complain about clinicians who appear distant and apathetic, while overwhelmed clinicians struggle to maintain the emotional strength required to build relationships. Reading literature, she has observed, can help physicians reconnect with what attracted them to medicine in the first place: a shared sense of humanity with patients. “It’s called ‘the humanities’ for a reason,” she said in an interview.

Though many prominent medical schools—including Columbia, Cornell, and Stanford—have established strong programs in the arts and humanities during the past decade, there has been, so far, no formal presence of these fields at HMS. Recognizing the gap, a group of self-organized HMS community members have been working since 2011 toward building an official program. This fall, the committee’s efforts will finally come to fruition with the launch of a new “Arts@Humanities@HMS” program that was approved by the HMS administration in June.

David S. Jones, Ackerman professor of the culture of medicine and director of the new program (see “A Cardiac Conundrum,” about his research on cardiac care), said that many people at HMS have skills and interests in the arts and humanities, “but they do it in addition to being a doctor, not as part of being a doctor. We are trying to make a case that those interests are an important part of being a doctor, and there is no reason to be shy about it.” He added that many HMS students who were exceptionally accomplished in the arts in high school or college become “sad” once they enter medical school, because they see medicine as an all-consuming occupation that leaves no room for their artistic interests. The new program, he explained, will attempt to change this impression by conveying the message that these interests can be an important part of a physician’s identity, and should be appreciated.

The mandate for a formal program was confirmed by the results of a survey carried out by the committee in 2012. Among the 2,775 members of the HMS community who responded, 67 percent felt that medical education could be enhanced by incorporation of the arts, and 71 percent reported their own participation in the arts. Three-quarters of respondents expressed support for the creation of a formal HMS arts program, and more than 1,000 people asked to be included on the e-mail list for future arts activities and initiatives. The program itself advanced last December, when dean Jeffrey Flier provided seed money, jump-starting the process that culminated in its official recognition.

According to an associate director, Susan Pories, the program aims to create an enduring center for the arts and humanities at HMS, complementing existing bioethics and social medicine programs. Its planned activities include an artist-in-residence program, workshops in the arts, theatrical productions, and subsidized trips to artistic events. It will also sustain and strengthen thirdspace, a student-run online journal that seeks to capture the unique experience of medical education through visual arts and writing.

The arts have long had a sporadic presence at the medical school. A current elective course called “Training the Eye” sends students to the Museum of Fine Arts to practice their observation and interpretation skills through looking at artworks. And during the past few years, the committee developing the new program has organized events such as talks by accomplished artists, performances by students and faculty members, workshops, and study breaks. In 2013 and 2014, several medical students collaborated with drama students at the American Repertory Theater to present the one-act play Wit, which depicts the final hours of a cancer patient.

Many leaders of the arts initiative, like Koven, are faculty members with one foot in medicine and one foot in the arts. Lisa Wong, the new program’s other associate director, is an assistant clinical professor of pediatrics and a violinist who has served for 20 years as president of the Longwood Symphony Orchestra, an ensemble composed primarily of members from Boston’s healthcare community. Wong sees a close parallel between medicine and music: a doctor needs to pull together many pieces of information, such as laboratory test
results and X-rays, just as a musician synthesizes note values, time signature, and dynamics from a page of music. To succeed in both fields, one needs to become comfortable with ambiguities, experiment with new approaches, and practice, rehearse, and revise constantly. Both fields also require teamwork and good communication.

Medical students are given only a short time to progress toward assuming responsibility for another person's life, said Ivana Viani, the HMS student who is currently editor-in-chief of thirdspace. Bearing this responsibility requires emotional strength, but the daily grind of medical training can easily make students lose touch with their own emotions, leading to apathy and burnout. Viani, who is excited about the new initiative, thinks there is no better way to engage in self-reflection than by practicing art. “Without having an official body that reminds students of the importance of creative expression, it is very easy for self-reflection to fall by the wayside,” she said. “However, it is when you feel like you don’t have the time to take a creative pause that you actually need it the most.”
Cultural Infusion

Arts and Humanities Initiative underscores integral role in medicine

Students (from left) Kia Byrd, Chidi Akusobi, Biqi Zhang, Tracy Makuvire and Victoria Robson perform African fusion dance at the launch of the Arts and Humanities Initiative. Image: Jay Connor

By ELIZABETH COONEY

October 15, 2015

When students first arrive at Harvard Medical School, many of them are already accomplished musicians, artists, writers and dancers. At a recent celebration launching the School’s new Arts and Humanities Initiative, its leaders had one message for them. Don’t stop.

Too often, students put their instruments and artistic natures aside while they tackle fresh challenges in medical education, faculty members said. In doing so, those students risk losing not only an important part of what makes them who they are, but also who they might become.

“A deep understanding of the arts and humanities will make us better doctors,” said Jeffrey S. Flier, HMS dean, sounding a note that resonated throughout the mix of talks and performances in the School’s Courtyard Café.
The initiative’s mission is to “promote compassion, creativity and community in medical education and patient care through the arts and humanities at HMS and affiliated hospitals.” Its members come from Harvard-affiliated hospitals and are active in writing, music, theater and the visual arts.

“We all feel very strongly that arts and humanities make us better doctors.” —Susan Pories, HMS associate professor of surgery at Beth Israel Deaconess Medical Center and Mount Auburn Hospital

HMS student Jonathan Fisher set the mood at the Oct. 13 event, playing jazz piano for an audience of about 100 people. A chamber orchestra group then played a composition by first-year student Danielle Rabinowitz, who told the audience the larger story of the symphonic suite to which the excerpt belonged.

Some students had to dust off their instruments to play on short notice, Rabinowitz said, but they all agreed enthusiastically to perform.

“This initiative wants to have a big tent,” said David Jones, the A. Bernard Ackerman Professor of the Culture of Medicine at HMS and at the Harvard Faculty of Arts and Sciences and director of the initiative.

“We all feel very strongly that arts and humanities make us better doctors,” said Susan Pories, HMS associate professor of surgery at Beth Israel Deaconess Medical Center and Mount Auburn Hospital, as well as associate co-director of the initiative.

Joel Katz invited the audience to imagine a trip to the Museum of Fine Arts, climbing the stairs in the Art of the Americas wing to find the John Singleton Copley painting “Watson and the Shark” facing them.

Katz, HMS associate professor of medicine at Brigham and Women’s Hospital and a member of the initiative’s executive committee, asked each person to pick someone in the painting with whom they felt kinship. The drowning man? The rescuers? The people in the boat holding on to the rescuers? Or the shark?

All of the above resonated with audience members, which was no surprise to Katz. “Almost any competency can be addressed at the museum,” he said.
Two students read from the journals they have been keeping as they follow their first patients for a year.

Galina Gheihman shared “Heartbeats” and Manjinder Kandola read “Destiny,” personal essays reflecting on the lessons they learned about themselves and the humanity of their patients, in life and in death.

After words, came movement: Six students performed an African fusion dance with infectious energy and enthusiasm.

“Deconstructing a poem helps you understand patients,” —Lisa Wong, HMS assistant professor of pediatrics at Massachusetts General Hospital

Ed Hundert, HMS dean for medical education, spoke after the troupe’s performance, reciting Marge Piercy’s poem “To Be of Use.”

Lisa Wong, HMS assistant professor of pediatrics at Massachusetts General Hospital, associate co-director of the initiative, and—for 25 years—leader of the Longwood Symphony Orchestra, echoed the theme of the night.

“Deconstructing a poem helps you understand patients,” she said.

A classically trained pianist, third-year HMS student Christopher Lim said he hopes the initiative will help people understand how art can be a powerful, positive force.

“In medicine, people lead rich and challenging lives,” he said. “Art is a great way to reflect on and reinterpret your experiences.”

Ron Arky, the Daniel D. Federman, M.D. Distinguished Professor of Medicine and Medical Education at HMS, said he played cello in high school and college.

There have always been individual artists at HMS, he said, but “This ties the loose threads together.”
Harvard Medical School adds arts education

Written by Emily Rappleye (Twitter | Google+) | November 03, 2015

Boston-based Harvard Medical School is joining the ranks of a growing number of medical schools adding arts and humanities to the medical education experience, according to The Boston Globe and Stat.

Medical schools have traditionally included ethics and literature, but many are now widening this to include sociology, music and art, according to the report. Universities like Hanover, N.H.-based Dartmouth, Montreal-based McGill and University of Southern California in Los Angeles are similarly working to boost the arts in their medical programs, according to the report.

These schools aren't trying to produce artistic talent, rather they aim to teach physicians how to better understand the human experience. According to the report, studies have shown students' empathy actually declines as they progress through medical school, though empathy can drive improved clinical outcomes.

For now, Harvard's Arts and Humanities Initiative offers students optional arts events—such as dramatic readings of plays, open-mic nights and arts-themed field trips—rather than required classes. It expands on existing efforts at the school, such as its literary magazine.

A former Harvard medical student who had participated in a dramatic reading described the benefits of the arts in medical practice to The Boston Globe as "a way to be there for the patient, in a way you wouldn't have been there before."
Harvard joins growing trend of arts education in medical schools

Jim Davis/Globe Staff Dr. Ronald Arky and Dr. Nancy Oriol joined the fun at a recent Harvard dance event that was part of the school’s humanities Initiative for physicians in training.

By Melissa Bailey STAT NOVEMBER 02, 2015

This story was produced by Stat, a national publication from Boston Globe Media Partners that will launch online this fall with coverage of health, medicine, and life sciences. Learn more and sign up for Stat’s morning newsletter at Statnews.com.

Aspiring doctors may not think they have time to gaze at paintings or play the viola while they’re cramming for anatomy tests. But Harvard Medical School thinks students should be doing more of that — and the school is not alone.

This fall, Harvard launched a new initiative to use more drama, dance, and literature to help medical students become empathetic and reflective doctors. In doing so, Harvard joins a growing number of schools making more overt efforts to weave arts and humanities into medical education.

The Yale School of Medicine, for instance, requires students to scrutinize paintings in a museum to improve
their skills at observation and empathy — a program that has been replicated around the country, including at Harvard and Brown. At Columbia, incoming medical students are required to complete a six-week narrative medicine course. They can take classes in fiction writing, obituary writing, and visual art. At Penn State College of Medicine, the first medical school in the country to create its own humanities department, students can take a comics and medicine course to fulfill a required humanities elective.

These kinds of programs are now spreading to more medical schools.

“There is, on a national level, increasing support for this kind of activity,” said Dr. John Prescott, chief academic officer of the Association of American Medical Colleges.

The arts have not been absent from Harvard’s medical campus, where students play in a popular orchestra and produce a literary magazine. But individual professors have been promoting the arts “in the dark, on their own,” said Dr. Joel Katz, a Harvard Medical School associate professor who takes students to Boston’s Museum of Fine Arts to hone their observation skills. Now, he said, the Arts and Humanities Initiative—which includes arts-themed field trips, an artist-in-residency each spring, monthly events like open mic nights, and a collaboration with Harvard’s American Repertory Theater—has coordinated existing efforts and expanded them.

Efforts like these don’t aim to make doctors into artists, said Dr. Kenneth Ludmerer, a professor of medicine at Washington University School of Medicine who studies the history of medicine.

They are “a tool to help doctors understand people and their conditions.” They help doctors see beyond the disease, the “narrow biological aspect,” to the illness, which includes anxiety, fear, and the whole human experience of being sick, he said.

Medical schools started introducing ethics and literature into their curriculums in the 1960s, Ludmerer said. In the last decade, the movement has accelerated and broadened to include sociology, music, and most recently, art. That’s taken place partly as pushback against the growing specialization of medicine, combined with technological advances, that make doctors “cursingly narrow in their vision,” Ludmerer said.

Despite the competing pressures—“standardizing care, technologizing care, quickening care, streamlining care, fragmenting care, sub-specializing care”—the medical humanities movement is gaining more institutional support from medical schools, said Dr. Rita Charon, executive director of Columbia’s Program in Narrative Medicine. She is working with several universities, including Dartmouth, McGill, and the University of Southern California, to incorporate arts and humanities into their medical programs.

Research has found that physician empathy improves clinical outcomes for patients—but that empathy declines as students go through medical school and become desensitized. Museum-based observation courses do improve students’ visual diagnostic skills, studies show. But more evidence is needed to show that programs like these also improve students’ empathetic skills, said Dr. Horace DeLisser, associate dean for diversity and inclusion at the Perelman School of Medicine at the University of Pennsylvania. His school is piloting a museum-based training course for students and conducting a scientific study to evaluate its impact. The study includes measuring whether the course improves students’ ability to recognize the emotions in photographs of actors’ eyes.
Besides building empathetic skills, Harvard’s arts program aims to help students process the human tragedies they’re exposed to in medical school, said Dr. Lisa Wong, a pediatrician and musician who is helping to lead the initiative.

“Medical school is so intense,” she said. “There’s a lot you have to suppress in yourself.” The more students learn to express their feelings through the arts, she said, “the less traumatized you will be.”

Harvard’s program is starting on a small scale, with some seed money from the dean’s office and outside donors, and optional events instead of required course work. The Arts and Humanities Initiative’s first event of the year, on a rainy Wednesday night in September, drew just a handful of medical students. The occasion was a dramatic reading of Margaret Edson’s play “Wit,” about an English professor’s experience undergoing chemotherapy for metastatic ovarian cancer.

Organizers put on the play to generate reflection and discussion about how hospitals treat — and mistreat — patients with their words and attitudes. Two medical students performed alongside drama students from Harvard. In a post-play discussion, Ivana Viani, a third-year medical student who performed in “Wit” two years ago, said the experience stuck with her as she moved into a hospital setting. One day on a clinical rotation, she said, she found herself standing by a patient’s bedside, presenting his case to a medical team. Radiological evidence had just shown the patient was very likely to have cancer, but Viani didn’t want to say the “c” word until there was a biopsy because the play showed her how powerful that word can be. “The attending [doctor] just interrupted me and said, ‘You have cancer.’ And we just left,” she recalled. After finishing her rounds, she went back to ask how he was doing. He started to cry. He asked her how long he had to live. She talked through the diagnosis and told him, “We’re going to go through this together.”

Embodying someone else’s experience through theater helped Viani acknowledge what the patient was going through, she said. “You have a way to be there for a patient, in a way that you wouldn’t have been there before.”
Harvard Medical School Launches Arts Initiative

By MELANIE Y. FU and JIWON JOUNG, CRIMSON STAFF WRITERS November 12, 2015

After years of planning, Harvard Medical School this fall launched a formal initiative to integrate the arts and humanities into the traditionally hard-sciences focused campus in an effort to cultivate more empathetic medical professionals.

The “Arts&Humanities@HMS” initiative—planning for which began in 2011—supports the arts in part by raising money to create fellowships for Medical School affiliates interested in the intersection of art and medicine. The initiative also looks to create more opportunities for students to explore music, visual arts, and drama by hosting events, including case narrative readings and performances by the Longwood Symphony Orchestra.

KEVIN H. LIN

The initiative, which the school approved in June, comes at a time when universities across the nation are reimagining medical education as a more holistic growth process. For example, increasing numbers of students are taking gap years before medical school to reflect on their goals. And this fall, the Medical School rolled out a drastic overhaul of its curriculum, which focuses on “active learning” teaching methods like flipped classrooms.

Students and faculty alike have already expressed interest in increasing the number of arts- based offerings at the school. A 2012 survey of Medical School affiliates indicated that “there are over 1,000 people who are interested in the role of arts and humanities in medicine,” according to professor David S. Jones, who has helped lead and donated to the arts initiative.

Jones said studying humanities will help aspiring doctors better relate to their patients. “All the doctors who
are involved in the arts will say [that the arts] make them better doctors,” he said.

Prior to the launch of the Medical School’s new initiative, the arts and humanities had already occupied an informal presence on campus, according to Ronald A. Arky, a professor there who has been involved with medical education for more than 20 years. For example, he said, a decade-old elective course “Training the Eye” offers first-year medical students the opportunity to critique art and apply those skills to a clinical setting.

“Even back in the 1980s, I’ve actually participated with students in visiting the Museum of Fine Arts, or museums in Cambridge, and so forth,” Arky said. “It’s been there, but needed to be brought to the fore.”

Currently, Jones said, he and others involved in the initiative are trying to gauge student interest to best tailor the arts to the Medical School. Ultimately, he hopes to “foster a more artistically inclusive community” and curb the notion that, especially at Harvard, the arts and medicine are mutually exclusive.

“Students say they feel like they have to turn the humanities part of their brain off when they come to HMS,” Jones said. “One of our goals is to make sure that no one at our medical school ever says that again.”
Vision for the Future

We are building an arts and humanities community at HMS, with the affiliated hospitals, and with the undergraduate school. With appropriate funding, we plan the following activities:

- Establish a permanent office to coordinate Arts at Harvard Medical School in collaboration with FAS
- Continue to host events with an ongoing effort to define demand, and meet it with performances, activities, discussions, and subsidized tickets to arts events
- Coordinate/align activities with HMS curriculum
- Visiting lectures and scholars
- Physician/artist in residency program
- Small grants/awards for students and faculty for innovative arts/medicine projects
- Establish website listing curricular and extracurricular courses, programs, and activities in arts/medicine
- Establish literary magazine
- Establish Practice/rehearsal space for students
- Publication/Performance of student writing/art/music/drama
- Ongoing fund raising
Donors

**Platinum** – ($25,000 – up to $75,000)
Ackerman Fund
Harvard Medical School, Dean's fund
Michael Marmor, MD

**Gold** – ($10,000- up to $25,000)
Skip Victor

**Silver** – ($1,000 – up to $10,000)
Lisa Wong, MD

**Bronze** – (up to $1,000)
Edward Hundert, MD
David S. Jones, MD
Susan Pories, MD
Andrea Schwartz, MD
Amy Ship, MD
Acknowledgements

Special Thanks to:

Jay Connor, MD, Hand Surgeon and phenomenal photographer
Aisha Francis, Development
The Ackerman Foundation
The Gold Foundation
Carol Benoit
Soliloquy in Blue

by Mina Le | October 20, 2015

Those hands of yours can forge new life
by carving organs from their old constraints and
grafting them in those whose own
have failed. I've seen your hands take up a knife to
unlock bodies’ mute complaints,
rewrite their fates. Why then am I, alone,

untouchable by hands that dare so much?
Were I not wearing blue, I'd ask
you, teach me more about how touch commands.
But I’m across the table, such
that what I see of you above your mask will
have to stand in for your hands.

Mina Le is an otolaryngologist, and head and neck surgeon at the West Palm Beach VA Medical Center in South Florida. While attending Harvard University, she studied poetry and received the James Buell Munn Award for literary talent. A native of Minneapolis, she obtained her MD from Harvard Medical School.

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